

**TEACHER'S TALK OF THE INSTRUCTOR'S TEACHING SPEAKING
AT**

**COMMUNICATION SCIENCE DEPARTMENT
UNIVERSITY OF MUHAMMADIYAH MALANG**

THESIS

**In Partial Fulfillment of the Requirement for Master's Degree of English
Language Education**



**BY:
MIFTAHUL HAMIM**

201410560211022

**MASTER OF ENGLISH EDUCATION
POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH MALANG**

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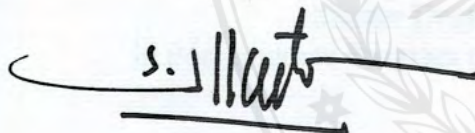
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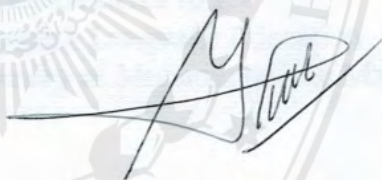
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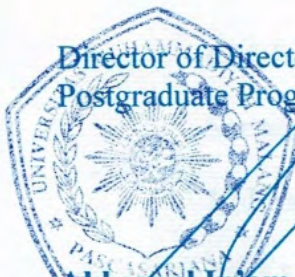
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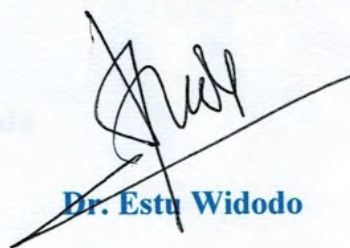
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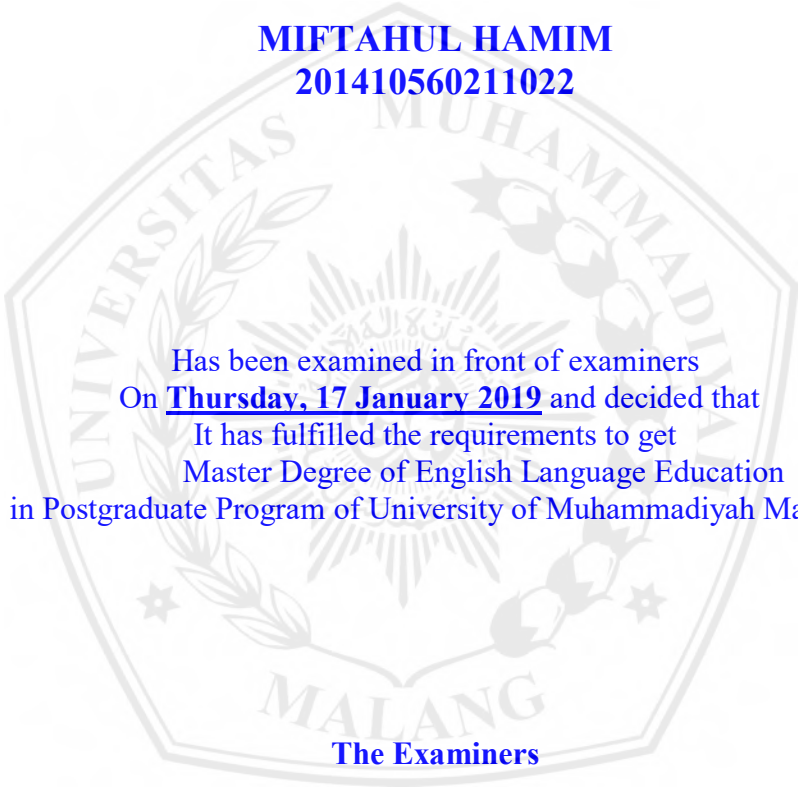


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MIFTAHUL HAMIM
201410560211022



Has been examined in front of examiners
On Thursday, 17 January 2019 and decided that
It has fulfilled the requirements to get
Master Degree of English Language Education
in Postgraduate Program of University of Muhammadiyah Malang

The Examiners

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Secretary : Dr. Hartono

1st Examiner : Dr. Estu Widodo

2nd Examiner : Dr. Sudiran

LETTER OF STATEMENT

I, the undersigned:

Name : **MIFTAHUL HAMIM**

NIM : **201410560211022**

Study Program : **Master of English Language Education**

Hereby, declare that :

1. The thesis entitled: **TEACHER'S TALK OF ESP INSTRUCTOR'S TEACHING SPEAKING AT COMMUNICATION SCIENCE DEPARTMENT UNIVERSITY OF MUHAMMADIYAH MALANG**

is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

2. If thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This Thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**)

Thus, this statement is made truthfully to be used as appropriate.

Malang, January 17, 2019

The Writer,



MIFTAHUL HAMIM

MOTTO AND DEDICATION

“Never give up. Today is hard, tomorrow will be worse, but the day after tomorrow will be sunshine.”

(Jack Ma, Founder of Alibaba Group)

I dedicated this thesis to my beloved parents, for everlasting love you have given to me. My beloved Mother (Muntamah) and Father (Kusnan)

My great Advisors, Dr. Sri Hartiningsih, M.M. who always advises and encourages me to do and finish my Thesis,

Dr. Hartono, M.Pd. who always reminds me the detail of my Thesis,

All my partners in KBA, Frau Reni, Mr Mamang, Mr. Joko who sacrificed their time in order to help me completing my Thesis,

My beloved wife (Devita Umayasari), and my little angel (Quinnsha Qiara Maheswari) who become motivation to struggle harder.

My late father in law, and my mother in law who pray me everytime.

And all my Classmates (Yunice, Kak Rose, Bu Kristi, Mbak Aris, Karin, Mbak Ophie, Bu Novi, Bu dian and others.) I love you full.

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First of all, the researcher thanks to God “Allah SWT” the lord of the world, the king of king who has given us his great mercies and blessings until the researcher was able to finish writing this thesis.

Secondly peace and greetings always be given to our Great Prophet “Muhammad SAW” the noble person who leads us from the darkness into lightness.

The researcher is greatly indebted to his first advisor, Dr. Sri Hartiningsih, M.M. who has patiently helped, taught, managed and advised in writing this thesis and his second advisor, Dr. Hartono, M.Pd. in his greatest way to spend his time on guiding and revising the researcher in writing this thesis

Furthermore, the researcher wants to send his grateful thanks and deep appreciation to his beloved mother and father who have supported him spiritually and morally so that the researcher was able to be strong and finish this thesis.

Deeply thanks are also given for his wife and daughter who have motivated the researcher. His beloved friends Mbak Yunice, Kak Ros, Frau Reni, Mamang, and Joko who have sacrificed their time in helping the researcher.

Finally, the researcher hopes that this thesis will be useful for the readers as the reference for further researchers to conduct study related to teacher’s talk and strategy in teaching.

Malang, January 17, 2019

Researcher



Miftahul Hamim

ABSTRACT

Hamim, Miftahul. 2019. *Teacher's Talk of The ESP Instructor's Teaching Speaking at Communication Science Department of University of Muhammadiyah Malang.* Thesis. Master of English Education, Postgraduate Program University of Muhammadiyah Malang. Advisors: (1) Dr. Sri Hartiningsih, M.M., (2) Dr. Hartono, M.Pd.

Keywords: *Teacher's talk, ESP instructors, Speaking*

In general, this study is to reveal what teacher's talk used by the ESP instructor in teaching speaking at Communication Science Department University of Muhammadiyah Malang, the reason for the ESP instructors to use teacher's talk, and how teacher's talk is used in teaching speaking. Besides, this current study is restricted on the teacher's talk toward students in speaking I subject on the first semester. Meanwhile, this research is conducted in the Department of Communication Science University of Muhammadiyah Malang, and the participants of this research are the instructors of speaking I class academic year 2018/2019 of Communication Science Department at University of Muhammadiyah Malang.

This study used descriptive qualitative research. The research subject of this study were 3 ESP instructors of speaking class at Communication Science Department. To obtain the data, this study used two kinds of instruments, they were observation and interview. The observation was used to collect the information about the teacher's talk during the process of teaching and learning in the class. The interview was used to do cross checking about the teacher's talk which was found in observation, to know the reasons why ESP instructor used teacher's talk, and to know about the way teacher's talk was delivered in the class.

The result of this study showed that The instructors of ESP in speaking class of Communication Science department used two types of teacher's talk; indirect and direct influence. Indirect influence was given by asking question to the students and by praising and encouraging the students. Meanwhile, direct influence was given to the students by explaining or giving information. There were five reasons for the instructors of ESP to use teacher's talk in teaching speaking; to encourage the students to speak active in the class, to raise up the confidence of the students' speaking skill, to motivate the students and explain that English was not a difficult thing to learn, as the language of communication in the class and also as the guideline for the process of teaching and learning, and to make students accustomed to English.

There were three ways of the instructors to deliver teachers' talk in teaching speaking; through guided instruction, through teacher modelling, and through collaborative task by asking student to work in pair.

ABSTRAK

Hamim, Miftahul. 2019. *Pembicaraan Guru tentang Pengajaran Berbicara dari Instruktur ESP di Jurusan Ilmu Komunikasi Universitas Muhammadiyah Malang*. Tesis. Magister Pendidikan Bahasa Inggris, Program Pascasarjana Universitas Muhammadiyah Malang. Pembimbing: (1) Dr. Sri Hartiningsih, M.M., (2) Dr. Hartono, M.Pd.

Kata Kunci: *Pembicaraan guru, Instruktur ESP, Berbicara*

Secara umum, penelitian ini adalah untuk mengungkapkan pembicaraan guru yang digunakan oleh instruktur ESP dalam mengajar berbicara di Jurusan Ilmu Komunikasi Universitas Muhammadiyah Malang, alasan bagi instruktur ESP untuk menggunakan pembicaraan guru, dan bagaimana pembicaraan guru digunakan dalam mengajar berbicara. Selain itu, penelitian ini dibatasi pada pembicaraan guru terhadap siswa dalam subjek berbicara I pada semester pertama. Sementara itu, penelitian ini dilakukan di Jurusan Ilmu Komunikasi Universitas Muhammadiyah Malang, dan peserta penelitian ini adalah instruktur kelas berbicara I tahun akademik 2018/2019 dari Jurusan Ilmu Komunikasi di Universitas Muhammadiyah Malang.

Penelitian ini menggunakan penelitian deskriptif kualitatif. Subjek penelitian dari penelitian ini adalah 3 instruktur ESP kelas berbicara di Jurusan Ilmu Komunikasi. Untuk mendapatkan data, penelitian ini menggunakan dua jenis instrumen, yaitu observasi dan wawancara. Observasi digunakan untuk mengumpulkan informasi tentang pembicaraan guru selama proses belajar mengajar di kelas. Wawancara ini digunakan untuk melakukan pengecekan silang tentang pembicaraan guru yang ditemukan dalam pengamatan, untuk mengetahui alasan mengapa instruktur ESP menggunakan pembicaraan guru, dan untuk mengetahui tentang cara bicara guru yang disampaikan di kelas.

Hasil penelitian ini menunjukkan bahwa instruktur ESP di kelas berbicara jurusan Ilmu Komunikasi menggunakan dua jenis pembicaraan guru; pengaruh tidak langsung dan langsung. Pengaruh tidak langsung diberikan dengan mengajukan pertanyaan kepada siswa dan dengan memuji dan mendorong siswa. Sementara itu, pengaruh langsung diberikan kepada siswa dengan menjelaskan atau memberikan informasi. Ada lima alasan bagi instruktur ESP untuk menggunakan pembicaraan guru dalam mengajar berbicara; untuk mendorong siswa untuk berbicara aktif di kelas, untuk meningkatkan kepercayaan diri dari keterampilan berbicara siswa, untuk memotivasi siswa dan menjelaskan bahwa bahasa Inggris bukanlah hal yang sulit untuk dipelajari, sebagai bahasa komunikasi di kelas dan juga sebagai pedoman untuk proses belajar mengajar, dan untuk membuat siswa terbiasa dengan bahasa Inggris.

Ada tiga cara instruktur untuk menyampaikan pembicaraan guru dalam mengajar berbicara; melalui instruksi terbimbing, melalui pemodelan guru, dan melalui tugas kolaboratif dengan meminta siswa untuk bekerja berpasangan.

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Background of the Study

In educational field, language definitely has emerged itself in the society as a tool of transferring knowledge and information. Mircea (2015:405) states that language is essentially a means of communication among the members of a society. One of the languages which is taught and learnt widely is English.

Basically, English has four skills to be mastered by the learners, those are: listening, speaking, writing, and reading which are taught in the classroom from beginners to advanced learners. In order to master the language, people must learn all the skills required.

In the process of teaching and learning, there are two biggest components we need to pay attention most are teachers and students. It is very important for the teacher to encourage the students to actively speak in the class. Moreover, for the teachers who teach speaking; they are required to have more strategies in teaching and adjust themselves to the needs of their students, so that the students will be encouraged and actively speak in the class. Moreover, speaking is considered to be the most important skill to acquire as this can be an indicator that someone has mastered the language thoroughly.

Scott (2005:1) defines that speaking is so much a part of daily life. In teaching speaking class, teacher is demanded to be creative in the process of teaching and learning speaking. Not only the matter of preparing the material, but also how the materials are delivered through the suitable strategies. Harmer (2002:123) suggests three main benefits of teaching speaking are helping students to practice their speaking in real situation, getting feedback for both teacher and students, and giving more opportunities to students in practicing their speaking. Thus, helping students to be active in speaking will be the main function of teacher as the facilitator of teaching and learning progress who need to be active and creative in encouraging students.

Based on the preliminary observation done by the researcher in speaking classes of first semester students of Communication Science

Department at University of Muhammadiyah Malang, it is found that how the instructors give the instructions to the students are varied in several ways: the instructors ask the students, trigger the students to actively speak in the class, and initiate the students for the confirmation of understanding about the materials. Those ways on how the teachers give instructions to the students can be called as Teacher's Talk.

Teacher's talk is used to guide the learning activity of the students in constructing a joint and share the educational knowledge with the students. In attempting to guide the learning, the teacher uses talk to do three things: (1) elicit relevant knowledge from students, (2) respond to things that students say, (3) describe the classroom experiences. Teacher's Talk (TT) is the language typically used by foreign language teachers in the process of teaching. Allwright and Bailey in Kristi (2015) claimed that talk is one of the foremost ways that the teachers deliver information to the learners; in addition, it is also the primary means of controlling "learner behavior". Furthermore, Xiao-yan (2012) defines teacher's talk (TT) as the kind of language used by the teacher for instruction in the classroom. Teacher's talk (TT) is a special communicative activity in which its goal is to communicate with students and develop students' foreign language proficiency.

Realizing the facts on the process of teaching and learning English strengthened by the experts' opinion above, the researcher is encouraged to conduct a research and put the teacher's talk as the topic of this research. Furthermore, there is also a study which is correlated still to this research, a study of teacher's talk on speaking class which was conducted by Ami Fatimah (2013). She investigated the teacher's talk in English teaching and learning for young learners. From her study, it was found that in teaching and learning environment, the way the teacher stimulated and explained material to the students by initiating the class' speech has significantly triggered students of young learners to speak English. In line with the previous study, the researcher

wants to analyze the kind of matter in different degree of students that is in university level and in different subject. The different is that in young learner level, the teacher's talk was applied in English subject in general, but now the researcher tries to do analysis on teacher's talk in speaking 1 subject. Elliott (2015) stated adult student has within a capacity for dealing with environment and for providing for student's needs either directly or by manipulating others. Consequently, student is self-directed. Student has a self-image which reflects the sum of his experiences.

On this research, the researcher chooses the instructors of speaking I as the participant of this study. This due to the instructors teach the students who are expected to be more active to speak, participate, and able to comprehend what the instructors utter. Furthermore, the students have been in the level of university student in which it can be an assumption that the students have already had the background of how to respond and comprehend the instructor's direction. Then to lay down the subject of the research, the researcher chooses class A of Communication Science Department students. This department has many majors for students to choose. One of the majors provided by the Department is Public Relation (PR), a major which requires students to be talkative in speaking. Moreover, from the preliminary observation done by the researcher, these classes show that these are the active classes where most of the students in the class are speaking actively when instructor gave instruction to them comparing to the other classes.

Research Problems

Those facts stated above are in accordance to the research problem in this study that it is to find out about what teacher's talk are used by the ESP instructors, what the reasons for instructors to use teacher's talk, and how ESP instructors deliver the teacher's talk.

LITERATURE REVIEW

Teaching and Learning Speaking

In Indonesia, as English becomes Foreign Language (EFL), the teaching and learning of language has become inseparable unity which classroom becomes the central scene of its process. The exposure and the production of the target language happen here most. This could be crucial place for the teacher of English to give understanding to the students so that they will not only know about the language but also produce and utilize them well in communication. As said by Scott (2005), he defines that generally knowing the language and being able to speak the language is not the same. As for example; someone who knows Italian doesn't mean that he/she can speak Italian. This can be an indicator that learning language is not only the theory but also the application of it. In addition, Mas'udi (2003) states that learning a language cannot be separated from the four-macro skills, listening, writing, reading and speaking. It means that in teaching the language, teachers must consider those skills to complete the mastery of the language as a unity. One among those skills which may be the most dominant is speaking.

Speaking Skill

Fulcher (2003:23) states that speaking is the verbal use of language to communicate with each other. Moreover, Mas'udi (2003) defines that speaking activities will be good if teachers consider three reasons why speaking tasks are given to the students. The first is rehearsal; speaking activities should be designed to give the students motivation to rehearse what they have learned. The activities may like having the student's free discussion; that is believed to give them a chance to rehearse by having discussions outside the classroom. Another possible activity is having the students take part in a role-play of a real-life event that is usual in their environment. This may give them opportunity to practice like the real-life.

The next is feedback. Teachers have to design task that can make students try to use all of the target language they have already known, for this may offer feedback for both the teacher and the students. The teacher can control the class from the feedback. Teachers can evaluate whether the class is going well or not and to find out the problems.

The last is engagement. Speaking activities should be enjoyable and give high motivation to students. When all students can participate actively in an activity, they will feel completely satisfied from the activity. Thus, the teacher should set up the speaking activities correctly and give understanding and valuable feedback.

Teacher's Talk in Teaching Speaking

For EFL students, classroom is the main place where they are frequently exposed to the target language. Xiao-yan (2006) in her study defines teacher's talk (TT) as the kind of language used by the teacher for instruction in the classroom. Meanwhile, Brown (2000) says that teaching is showing or helping someone to do something, giving instruction, guiding in the study of something, providing knowledge, and causing to know or understand. Meanwhile, Burkart (2013) says that the goal of teaching speaking skills is communicative efficiency.

Based on the theories above, to intrigue students' activeness in speaking class, the teacher should be able to provide varied activities on teaching and learning speaking. Moreover, the activeness of the students in speaking may indicate that the students' interest in speaking has appeared in the class and lead to the goal of teaching as well.

Types of Teacher's Talk

Brown (2001) stated that teacher's talk is the way the teacher behaves to convey their statements in order to stimulate the students' responses. There are 2 major types of teachers' talk:

Indirect Influence

Indirect influence is the teacher's intention to let the students' response in their own way and encourage them to do the activities. It is divided into four types, and each type will be described below:

- a. Accepting feeling: Helping students to understand their feeling and attitude by letting them know that they would not be punished for expressing their emotions.
- b. Praising and encouraging: Encouraging students to continue their job, to give them confidence, and to confirm answers were correct.
- c. Accepting or using ideas: Using students' ideas is to develop the students' ability in learning the lesson. By rephrasing students' ideas, the teacher can encourage students into discussion, so there is a greater sharing of ideas.
- d. Asking question: Asking questions in which an answer is anticipated. Rhetorical questions are not included in this category. The type of question mostly was anticipated question-answer or simple question. It means that both the question and answer are simple, and usually not fully in English expression.

Direct Influence

Direct influence is the teacher's limitation on the students' freedom to express their opinion. It is divided into several types. Each type will be presented below:

- a. Explaining or giving information: Information or lecturing is generally used to get across important facts, opinions, concepts, or generalizations to the students. Then, it is specified into telling students who had made a mistake to correct response without using words in intonation, which communicated criticism (corrected without rejection).

- b. Giving direction: Giving directions is request, or commands which are expected students to follow: directing various drills (facilitating the whole class and small group activity).
- c. Criticizing the student's behavior: Rejecting behaviors of students, for example, communicate anger, displeasure, annoyance, dissatisfaction by changing the non-acceptable to acceptable behavior. Then, it can be applied through telling students that the response to the questions is not correctly acceptable, or communicative.

The Way Teacher's Talk is Delivered in Classroom

The talk of teacher in the class plays important matters in the process of teaching and learning. Its ways of delivery will determine how the students will be driven into the material Fisher (2008) categorizes the opportunities for the teachers for integrating teacher's talk in the classroom into four major categories, they are:

Teacher Modeling

During whole-class instruction, the teachers model behaviors, skills, and strategies that they expect to see from their students. This modeling is based on an established purpose and provides students with a model for completing tasks they will encounter in another phase of instruction. In addition, teachers model the use of academic language as they engage in think alouds, shared readings, read alouds, lectures, and other whole-class events.

Guided Instruction

During guided instructional events, teachers use talk to determine what students know and what they still need to know. This is an opportunity to use talk in the form of questions, prompts, and cues to help students complete tasks. Although guided instruction is teacher led, this does not mean that students are not talking. They use talk in the form of questions—of the teacher, of peers, and

of themselves—as well as to clarify understanding, provide feedback to a partner, and reflect once more on their learning.

Collaborative Tasks

In this way of talk, it comes as the language of instruction, students are provided an opportunity to work together, with the teacher monitoring and supporting as needed. Talk becomes critical when students discuss tasks or ideas and question one another, negotiate meaning, clarify their own understanding, and make their ideas comprehensible to their partners. It is during collaborative tasks that students must use academic language if they are to focus on the content. Here again, their understanding grows as they talk with their partners to reflect on their learning.

Independent Tasks

It might seem strange to suggest that talk plays a critical role during independent activities. But think about the self-talk (inner speaking) we use it when we complete independent tasks. Some of this self-talk occurs in our mind, whereas some is vocalized. Again, thinking occurs as we use language, and this type of talk is an important aspect to learning. As students work independently, they may also use talk to receive input on their work and give feedback to others.

RESEARCH METHOD

Research Design

This current research is aimed to find out the teachers' talk which appears in teaching and learning speaking, and it is to describe teachers' talk in the process of teaching and learning speaking to stimulate and trigger students to be more active to speak. In accordance to the statement, the appropriate research design used in this class is qualitative research design. Ary (2006) states that this qualitative research design tries to investigate the contextual environment of phenomenon coming from individual(s) taken as participant

without considering to manipulate any numerical data. In line with the previous statement, Crotty (in Creswell, 2012) underlines that the qualitative research tends to find understanding in the context and setting from the participant by analyzing the context and personally collecting information. The researcher also makes an interpretation on the phenomenon that the researcher formulates based on the researcher's background and experience. In addition, Creswell (2012) explains that the qualitative approach incorporates much more on the literary form on writing and experience in conducting open ended interviews and observations.

Research Subject

In conducting a research, the presence of the subject of the study is a must in order to gain information needed. Millan (in Alhayuningtias , 2009) proposes that a subject is an individual who participates in a research study or someone from whom data are collected. In line with the previous statements, Ary (2002) defines that the subject of the study refers to the people about whom information would be collected. Then, this research uses research subject as the source of data since the researcher doesn't give any treatments or methods and position himself as the observer on the context and phenomenon in the class.

The subjects of this study are the instructors of ESP speaking I class A of Communication Department University of Muhammadiyah Malang, academic year 2018 – 2019. There is some consideration for the researcher in choosing the instructors as the participant of this research, they are: First, the instructors have more than 3 years of experience in teaching English for Specific Purposes which are expected to be more active in speaking and able to invite the students to comprehend better the material delivered. Second, their background of education as the alumni of English Education Department strengthens them in the matter of class management. Last, these instructors teach the class where the researcher did the preliminary observation on class A and B of Communication Science department where the result showed that the

students of this class participated more and actively spoke English in response to the instructors' instruction compared to the other classes when the instructors interacted with them.

Research Instruments

The instruments applied on this research were observation and interview. The observation and interview are conducted in order to answer the research problems. The observation is done by recording and taking notes on the phenomenon which is taking place in the class. Meanwhile, the interview is done to confirm and explain in detail the data which are collected from the observation.

Observation

According to Ary (2002 :430), in obtaining the data, the observation is the basic method to do. Meanwhile, Creswell (2012) defines that observation is the process of gathering open ended, firsthand information by observing people and places at a research side. Moreover, Fraenkel (2008) divides the types of observations in regards to the existence of the observer into two kinds, participant observer and non-participant observer. Participant observer means the researcher interacts in the situation or setting they are observing. On the other hand, non-participant observer is the observation in which the researcher does not participate on the activity being observed and sit passively on the sideline and watch the activities being held in the class.

This study will use non-participant observation because the researcher will not participate in the activities being observed. As a non-participant observer, researcher will sit on the back row of the classroom, fill the observation sheet and records, and focus on the teachers' talk.

Filling the observation sheet will be done when teaching and learning process is being conducted. The researcher will use the observation sheet which covers the type of teachers' talk and the responses from the students. As

Annum (2014), states that a series of observation notes / sheets provide the pieces of evidence that, when taken as a whole, help to provide a picture of a student's progress in learning.

Then, the recording will also be done when the teaching and learning process is being conducted. The recording is an authentic evidence used to recheck the data obtained from the results of the observation sheet.

In addition, this research observes the instructors of ESP Speaking I class A at Communication Science Department of University of Muhammadiyah Malang academic year 2018 – 2019. Due to the large number of the students, this class is divided into two small classes, class A1 and A2. Each class has one time meeting per week (100 minutes). The observation will be done from September 27 to October 11 2018 for three meetings in order to get the data of teachers' talk, how the instructors use teachers' talk, and why they use teachers' talk.

Interview

This research will use unstructured interview because the researcher will give free questioning to the subjects of the study such as; their view, attitude, belief, information, and opinion. The data obtained from the interview will be in the form of observation note, transcribed conversation related to teachers' talk from the video will also be used to get more valid data and to confirm the data taken from the observation.

Data Collection

To take conclusion and determine the result of the study, it is important to get data collection. In conducting this research, the researcher not only collect the references concerning the study but also the data through the observation and interview with the subjects of the study who participate as the instructors in speaking class. The data collection is described as follows;

1. Preparing the observation sheet and video recorder

2. Conducting observation by identifying the verbal data. The time predicting for observation are three meetings. In which per meeting will be conducted for 100 minutes completed by video recording
3. Making notes on instructors' instruction to the students by filling the observation sheet during the process of teaching and learning.
4. Interviewing the Instructor of ESP Speaking II.

Data Analysis

Data analysis is important in order to conclude the results of the research since the function of data analysis is to know the result of the research or investigation.

The procedure of analyzing is as follows;

1. Coding the verbal data gathered from the video recorder
2. Rechecking the observation sheet result with the data gathered from video recorder
3. Writing / listing the verbal data
4. Confirming the observation with the interview data related to the research problem
5. Verifying and interpreting the data into descriptive analysis and discussion

FINDING AND DISCUSSION

The Teacher's Talk

In this session, the researcher answers the first problem provided on the first chapter concerning the teacher's talk that are used by instructor in teaching speaking of Communication Science department of University of Muhammadiyah Malang. It was found that the instructors of speaking class of A class of communication science department used two types of teacher's talk when they were teaching the class. Below is the detailed information of teacher's talk used by the instructors of A class.

Indirect Influence

Indirect influence is the teacher's intention to let the students' response in their own way and encourage them to do the activities. There are two types of Indirect influence which were found from the observation, they are asking question, praising and encouraging.

a. *Asking question*

Asking a question is the instructor's intention to ask question to the students. Brown (2001) stated that the type of question used in teacher's talk mostly was anticipated question-answer or simple question. It means that both the questions and answers were not complicated but simple. Moreover, the questions and answers might not come in full English utterances.

Based on the observation, the instructors of speaking class mostly asked the questions to the students to trigger them to speak English. Below are the quotations from the observation done on December 13, 2018 that the researcher quoted to prove the statements;

Instructor : ***"Where is your friend?"***
Student A : "On their way, over sleep"
(Appendix 1; line 3 and 4)

This was done by the instructor at the beginning of the class to check the students' attendance due to the incomplete number of students. The instructor tried to initiate students' speaking by asking them, and the students were answering and telling the instructor why their friend were absent from the class.

Instructor : ***"Do you ever have a problem?"***
Student B : "Yes."
Instructor : ***"Yes or no?"***
Student B : "Yes sir"
(Appendix 1; line 5 to 8)

On this occasion, the instructor tried to bring out the topic of giving suggestion to the class by asking "yes" or "no" question about the students'

experience dealing with the problem they ever had. They responded to the questions by saying, “yes”.

Instructor : ***“What is your problem? Can you share to us?”***
Student B : “I pernah melakukan kesalahan”
Instructor : “I have a mistake...”
Students B : “I have a mistake in my life, and for me it’s so important”
Instructor : ***“What mistake?”***
Student B : “I make my friend... ga percaya lagi sama aku”
(Appendix 1; line 11 to 18)

The instructor asked questions again to the students to trigger them to speak by asking them to share their story related to their problem. The student began to tell the story she had.

Instructor : ***“The other person, check it, do you have problem?”***
Student C : “My problem is friendzone.”
Instructor : ***“Friendzone with? with your friend?”***
Student C : “I like my friend since he were in second grade of senior high school, some time he called and spend our time together....., because we are friend, ga ada kata cinta pokoknya gitu lah. And before I went to Malang, I told him about my feeling. That I like him.”
Instructor : ***“So, you tell him first?”***
Students C : “Yes and he tell me that he like me too, but he has another girlfriend”
(Appendix 1; line 19 to 24)

Based on the dialogue above, it can be seen that the instructor invited another student to share the story by asking questions to them. In addition, other detailed questions in the dialogue were also asked to trigger them to speak more to explain about the student’s experience.

Instructor : ***“Elis, what is your problem?”***
Student D : “I want to study in Surabaya,
Instructor : ***“Then, why are you here?”***
Student D : “But my parent told me to spend my study in Malang.”
(Appendix 1; line 29 to 32)

The dialogue above shows us how the instructor pointed one student in the class and asked her to tell the problem. The student responded by telling the problem. Then, the instructor asked questions again dealing with detailed questions.

- Instructor : “Now, I get a problem to tell you. My problem is I get insomnia from the first meeting until now. I can’t sleep under 12 p.m. ***do you have anything to say to me? To help me to solve my problem?***”
- Student E : “In my opinion, before you go to bed you refresh your brain, pikirkan sesuatu yang menyenangkan. Terus terus setelah itu kaya.... Terus kalau itu belum mem bantu juga coba minum milk hangat”
- Instructor : ***“Hot milk?”***
- Student E : “Oh... hot milk and you listen to music.”
- Instructor : “Thank you for your suggestion.”
- (Appendix 1; line 42 to 48)

Another conversation above shows that the instructor told the story of his own problem to the students, it was continued by the instructor through asking for suggestion to the students about how to solve his problem. One of the students responded the question by giving the instructor suggestion to solve his problem.

On another observation done by the researcher on December 20, the lecturer gave the students chance to reflect to the materials that the class had learned during the semester since that occasion was the last meeting of that semester. Below are the conversations related to asking question from the instructors and students.

- Instructor : “We start with one question, the question guys. This this topic was given to you the first time, the first meeting, ***what topic that you first get from our class?***”
- Student A : “Ok... I remember our firsts topic. May be we learn the the different from American accent and British accent.”
- Instructor : ***“American accent?”***
- Student A : “And now I how to pronunciation.”
- Instructors : “How to pronounce”
- Student A : “And how to writing”.
- Instructor : “Give me one example!”

Student B : “Like football and soccer, football in British accent”

Instructor : British English

Student B : “Yes, and soccer in American accent”

(Appendix 2; line 3 to 12)

The dialogue above indicated that the instructor gave questions to the students to remind them about the material they had learned at the beginning of the class. One student was eager to speak and told the instructor about the first material he got on the first meeting which was about American and British English.

Instructor : ***“The other example?*** about vocabulary American and British.
Beside American and British, ***What did you learn after that?”*** (students is doing a pantomime)
What he is doing?”

Student : “He is taking a bath”

Instructor : ***“What material or lesson that you get? You check someone’s gesture and try guess by using what?”***

Student : “Verb Ing ... uhmmm,... present continuous”

Instructor : ***“What is present continuous guys?”***

Students : “What happen now sir.”

(Appendix 2; line 11 to 18)

Those questions above show that, again, the instructor used question to trigger the students to speak English. The instructor expanded the questions and sometimes gave hints about the material to invite the students more to answer the questions.

The quotations taken from the conversation between the instructor and the students above show that the instructor used simple and anticipated questions to trigger students to actively speak and engage themselves in teaching and learning activities in the class.

In addition, asking questions was also used to check whether students understand the material or not as the conversation below indicates:

Lecturer : ***“Any question so far?”***

Student : “No sir. Everything is clear”

(Appendix 1; line 54 to 55)

Hence, it can be concluded that the instructor also used asking questions to give a chance to the students to ask about the material they had not understood. Furthermore, it was also used to clarify their understanding about the material which had been delivered during the teaching and learning process.

b. Praising and Encouraging

According to Brown (2001), praising and encouraging are the teacher's intention to encourage the students to speak more, give them confidence and to confirm whether the answer from the student is correct or incorrect. Based on the result of the observation. The expression used by the instructor was "thank you".

Below is the quotation from the observation related to praising and encouraging.

Student A : "in my opinion, before you go to bed you refresh your brain, pikirkan sesuatu yang menyenangkan. Terus terus setelah itu kaya.... Terus kalau itu belum membantu juga coba minum milk hangat"

Instructor : "hot milk?"

Student A : "oh... hot milk and you listen to music.

Instructor : ***"thank you for your suggestion."***

(Appendix 1; line 45 to 48)

Based on the conversation above, it can be seen that the instructor used praising. It was done because it was an encouragement for the students to speak more and as the appreciation of what the student had said to the instructor. It was to raise their confidence to speak English more.

Based on the data provided above, it can be concluded that the instructor in teaching speaking used asking question and praising and encouraging to trigger students to speak in the class actively.

Direct Influence

Direct influence is the teacher's limitation on the students' freedom to express their opinion. The result of the data analysis showed that there was one

direct influence of the teacher's talk used by the instructor, namely explaining or giving information. The detailed information is presented below.

a. Explaining or Giving Information

Explaining or giving information is the way teacher give information or lecturing which is generally used to get across important facts, opinions, concepts, or generalizations to the students. On this study, it was specified into telling students who had made a mistake to correct response without using words in intonation, which communicated critics (corrected without rejection).

The example of explaining and giving information can be seen in the following excerpt:

Instructor : "What is your problem? can you share to us?"
Student A : "I pernah melakukan kesalahan"
Instructor : "***I have a mistake...***"
Student A : "I have a mistake in my life, and for me it's so important"

(Appendix 1; line 11 to 16)

The bolded quotation above shows that the lecturer tried to give information to the students about the correct form of the sentence from the mistake that the student made. The instructor directly corrected the student without telling the student that the sentence she made was an incorrect sentence of English, and the student responded immediately to correct the sentence she made.

Another example of explaining and giving information:

Student : "Ok... I remember our firsts topic. May be we learn the the different from American accent and British accent."
Instructor : "American accent?"
Student : "And now I how to pronunciation."
Instructors : "***How to pronounce***"
Student : "And how to writing".
Instructor : "Give me one example!"
Student : "Like football and soccer, football in British accent"
Instructor : "***British English***"
Student : "Yes, and soccer in American accent"

(Appendix 2; line 4 to 12)

On the conversation above, the lecturer again gave information to the students about the correct vocabulary without telling them that they made mistake. The instructor revised the vocabulary directly and the student noticed the mistake and directly corrected the mistake.

Based on the information taken from the interaction between the instructor and the students in the conversation above, it could be seen that the instructor gave information to the students in order to tell the students who had made a mistake to correct the response without using words in intonation.

Then, to strengthen the data obtained in observation, the researcher reviews the interview summary conducted by the researcher on December 28, 2018 as the evidence was quoted below:

- Interviewer : what do you do when your students make a mistake?
Do you directly tell them that they are wrong?
- Interviewee : No. I don't tell them directly that they are wrong.
I usually correct them directly without telling them their diction or pronunciation is wrong, right after I spontaneously correct them. They usually realize their mistake and correct them based on what I have just said.
(Appendix 3; line 23 to 24)

From the results of the interview above, it can be seen that the answers from the interview are in accordance with the data obtained from the communication/interaction between the instructor and the students during the teaching and learning process in the classroom. The instructor used the explaining or giving information to correct students' mistake directly without telling them that they were wrong.

Based on the data from the observation and interview above. The researcher concluded that the instructor used both direct and indirect influence of teacher's talk. The indirect influence was given through praising and encouraging, and asking question. Meanwhile, indirect influence was applied by explaining or giving information.

The Reasons of Using Teacher's Talk

To answer the second problem, the researcher conducted the interviews on December 28, 2018 and January 11, 2019. The interviews were asking about the reasons of the instructor to use teacher's talk in teaching speaking. The quotations from the interviews related to the reasons are presented below;

Interviewer : "From all the questions and words you said to the student they can be called as teacher's talk. What is your reason

to use them in teaching speaking?"

Interviewee 1 : ***"The one and only reason why I use them is I want my students to speak in my class. I want them to speak actively in the class no matter what mistake they make in speaking."***

(Appendix 3; line 33 to 34)

Interviewer : "Ok. Then. One last question. Is there any specific reason

why you do all those think to your students? I mean

why

you use teacher's talk in the class?"

Interviewee 2 : ***"There are many reasons why I use teacher's talk. First, I want my student to speak English active in the class. Second, I want my students to be confident in the class. No matter how bad their English are. Third, I want to motivate my student that English is not a difficult language. It is just a matter of the practice to them. The more they practice, the more they will be great in speaking. Next, why I use teacher's talk is because I use it as the language of communication in the class. I can call it as the guideline for me to bring the class into the right process of teaching and learning. I use it so that the flow of sharing and transferring knowledge run smoothly. And the last, I use it so that the students' will get accustomed to the English and as time goes by. The student will be familiar with it which eventually***

lead them into their understanding the language.”
(Appendix 4; line 37 to 38)

Interviewer : “As you know, what you say to the students in the class are teacher’s talk. why do you use that?”

Interviewee 3 : ***“I think the reason for me to use that because, I want to make my students to be active students. What I mean by active here is that they are able to speak actively in the class by using English.”***

Interviewer : “Another reason maybe?”

Interviewee 3 : ***“Hmm. Another reason for me to use teacher’s talk maybe because I want to clarify the students’ answer when they answer the question incorrectly. I want them to know their mistake they make and they correct it.”***

(Appendix 4; line 37 to 38)

Based on the quotations above, it can be seen that there were some reasons for the instructors’ to use teacher’s talk in teaching speaking, they can be drawn as below;

The first reason for the instructors used teacher’s talk in teaching speaking was to encourage the students to speak active in the class. Second, another reason was also found in the interview with other instructors. Another reason was to raise up the confidence of the students’ speaking skill. Third, the instructors wanted to motivate the students and explain that English was not a difficult thing to learn. Fourth, the teacher’s talk was used in teaching speaking because the instructor used it as the language of communication in the class and also as the guideline for the process of teaching and learning. The last, the instructors used the teacher’s talk so that the students would get accustomed to English, they students would be familiar with it and they will understand the language eventually.

How to Use Teacher’s Talk

In order to answer the last problem in this study, the researcher made the observation note in order to check what teacher’s talks which were used by

the instructor in the process of teaching and learning and how they were used by the instructor in communicating with the students in the classroom. Besides, the interviews were also used to enrich the data dealing with the way teacher's talk was delivered to the students. The ways of teacher's talk were delivered are presented below;

a. Guided Instruction

Guided instruction was one way of the instructor to deliver the teacher talk. According to Fisher (2008) teachers use talk to determine what students know and what they still need to know. This is an opportunity to use talk in the form of questions, prompts, and cues to help students complete tasks. Although guided instruction is teacher led, this does not mean that students are not talking. The instructors delivered talk through questions to clarify understanding, provide feedback to the students, and reflect once more on the learning process. On this study, there were several teacher's talks which were delivered to the students through guided instruction. They were delivered in the form of question to the students to encourage the students to answer the question and speak in the class, they were;

- *"Where's your friend?"*
- *"Do you ever have a problem?"*
- *"Yes or no?"*
- *"What is your problem?"*
- *"Can you share to us?"*
- *"What mistake?"*
- *"How you solve the problem?"*
- *"Friend zone? With your friend?"*
- *"To keep in touch?"*
- *"You feel sad?"*
- *"Do you have suggestion for me?"*
- *"What kind of response?"*
- *"What topic you get first?"*
- *"Would you explain it?"*

- *“American accent?”*
- *“What is he doing?”*
- *“We guess someone gesture by using what?”*
- *“What is present continuous?”*
- *“What is next chapter?”*
- *“Can you give me example?”*
- *“Give me example of present tense?”*
- *“After present tense, what you got?”*
- *“Ask your friend using yes-no question?”*
- *“What is the different yes-no question and WH question?”*
- *“Nadia, what do you think about rio?”*
- *“What is mind map?”*

Those quotations above were in the form of questions from the instructor to the students. Although they were in the form of questions, they were still in the way of guided instruction to the student. The questions asked were intended to be answered by the students in accordance with the questions. Those teacher's talk above were delivered in the form of question. They were in accordance to the theory which stated one of the ways for the teacher to deliver the teacher's talk was through guided instruction in the form of asking question.

b. Teacher Modelling

During whole-class instruction, the teachers modeled behaviors, skills, and strategies that they expected to see from their students. This modeling was based on an established purpose and provided the students with a mental model for completing tasks they would encounter in another phase of instruction.

Based on the data obtained from the observation, the instructor delivered some teacher's talk in the form of teacher modeling. They were as follow:

- *“I have a mistake”*
- *“How to pronoun”*
- *“British English”*
- *“He is”*

Another data obtained from the interview also showed that the instructor used teacher modelling as one way to deliver teacher talk as presented below;

Interviewer : *“Anything else?”*

Interviewee 2' : ***“I also give example of my students, how certain***

material is delivered. Just like when I have the material about procedure. I give the example to my students first so that they will follow the way I explain to them.”

(Appendix 4; line 25 to 26)

Interviewer : “What do you do if that happens?”

Interviewee 3 : *“I tell them the mistake, and I asked them to repeat what I am saying in correcting the mistake. I’m kind of giving them the example so that they will understand it.”*

(Appendix 5; line 19 to 20)

Those quotations above were uttered by the instructor indicated that the teacher’s talk was delivered to the students by giving example to the students how the sentence, phrase, and word were made in the correct form of English. This was aimed to give awareness to the students about their mistake and revise the mistake immediately after getting the examples from the instructor.

c. Collaborative Task

Another way the instructor delivered the teacher’s talk was by collaborative task. The instructor gave the assignment to the students by asking them to work in pair. Later, the instructor asked them to give question to each other. This became the opportunity for the instructor to see the collaborative work of the students and how they corporate to each other. The statement above was strengthened by the quotation from the interview as below;

Interviewer : “What other way you do then?”

Interviewee : *“Hmm. I think I used also collaborative task. When I assign my students to work in a project then I will ask them to do it in pair. For example, the material about self-introduction. I usually ask my students to work in pair and sit face to face. From there, they will question each other and present it after that.”*

(Appendix 5; line 19 to 20)

Based on the quotation above, the instructor delivered teacher's talk in way of collaborative task. This could be seen from the explanation above that the instructor gave students task in pair and asked them to do it in group of two which indicated that the collaborative task was used to deliver the teacher's talk.

Discussion

Based on the results of this study, it could be seen that the instructors of speaking class of Communication Science department of UMM used teacher's talk in encouraging the students to speak actively in the class. This matter was in accordance to what Xiao-Yan (2012) said that teacher's talk as the kind of language used by the teacher for instruction in the class. In addition, teacher's talk was the language used by the instructors communicated to the students who were encouraged to be able to communicate in English. When the teachers talked to the students and the students understood what the teachers were talking about, they are not only giving the subject, but may also be giving the language lesson, Krashen and Tarrel (1983). The researcher also found that in teaching speaking, the instructor used two types of teacher's talk. They were indirect influence and direct influence. This finding was in line with Brown's theory (2001) which was stated in chapter 2. It is stated that there were two major types of teacher's talk; direct and indirect influence. In this study, Indirect influence was not only given to the students through asking question to the students, but also praising and encouraging was also used to appreciate students' performance. On the other hand, direct influence was applied by the instructors in the class by explaining or giving information to the students.

Next, there are several reasons for the researcher in using teacher's talk in teaching speaking; First, the instructors used teacher's talk in teaching speaking was to encourage the students to speak active in the class. Second, another reason was also found in the interview with other instructors. Another reason was to raise up the confidence of the students' speaking skill. Third, the

instructors wanted to motivate the students and explain that English was not a difficult thing to learn. Fourth, the teacher's talk was used in teaching speaking because the instructor used it as the language of communication in the class and also as the guideline for the process of teaching and learning. The last, the instructors used the teacher's talk so that the students would get accustomed to English, they students would be familiar with it and they will understand the language eventually. Those matters are in line with Brown (2000) which stated that teaching is showing or helping someone to do something, giving instruction, guiding in the study of something, providing knowledge, and causing to know or understand. Furthermore, Burkart (2013) says that the goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest.

Then, based on the data obtained from observation checklist and interview from the instructor, it was obtained that there were three ways of the instructors in using the teacher's talk; First, they were through guided instruction in the form of question which was intended to invite students' response and to make them speak English. Second, through teacher modelling, teacher modelling was also used by giving the students the example of correct sentence of English. This was intended so that the students will be able to mimic the example which had been given by the instructor. The last, through collaborative task, the teacher's talk was delivered in the form of direction to the students by asking them to do assignment in pair.

CONCLUSION AND SUGGESTION

Conclusions

According to the research finding of this study, the researcher may have three points to conclude. These three points are presented below:

1. The instructors of ESP in speaking class of Communication Science department used two types of teacher's talk; indirect and direct influence.

Indirect influence was given by asking question to the students and by praising and encouraging the students. Meanwhile, direct influence was given to the students by explaining or giving information.

2. There were five reasons for the instructors of ESP to use teacher's talk in teaching speaking; The first reason for the instructors used teacher's talk in teaching speaking was to encourage the students to speak active in the class. Second, another reason was to raise up the confidence of the students' speaking skill. Third, the instructors wanted to motivate the students and explain that English was not a difficult thing to learn. Fourth, instructor used it as the language of communication in the class and also as the guideline for the process of teaching and learning. The last, the instructors used the teacher's talk so that the students would get accustomed to English.
3. There were three ways of the instructors to deliver teachers' talk in teaching speaking. The teacher's talk was given through guided instruction in the form of asking question. The teacher's talk was given through teacher modelling which was done through giving student example of correct vocabularies. The last, teacher's talk was given through collaborative task by asking student to work in pair.

Suggestions

English Teachers

Based on the conclusion of this research, it was found that the instructor asked question the most to the students as an effective way to encourage the students. Therefore, teachers may also use this strategy to invite students' response and activeness in speaking class.

Further Researchers

This study was conducted in speaking class in the level of university students. For further and deeper study, further researchers are really recommended to have the study on the different level of the students such as in

elementary, junior, or even in senior high school, and any other institution. Moreover, this study was conducted to the students of communication science department, which means further researcher may also conduct this kind of study to other department so that the researchers are hoped to have varieties of result.



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